

Share with Care

Protecting yourself and your reputation online

Lesson overview

Activity 1: **When not to share**
Activity 2: **Whose profile is this, anyway?**
Activity 3: **How do others see us?**
Activity 4: **Keeping it private**
Activity 5: **Interland: Mindful Mountain**

Themes

Teachers and parents understand how early digital mistakes can hurt feelings, reputations, and privacy. But it can be harder to convince kids that a seemingly harmless post today could be misunderstood tomorrow – let alone in the future – by people they never thought would see it.

These activities use concrete examples and thought-provoking discussions to teach young learners how to maintain a positive online profile by managing their privacy and protecting their personal information.

Goals for students

- ✓ **Create and manage** a positive reputation both online and off.
- ✓ **Respect** the privacy boundaries of others, even if different from one's own.
- ✓ **Understand** the potential impact of a mismanaged digital footprint.
- ✓ **Ask** for adult help when dealing with sticky situations.

Standards addressed

ISTE Standards for Educators: 1a, 1b, 2a, 2c, 3b, 3c, 3d, 4b, 4d, 5a, 6a, 6b, 6d, 7a
ISTE Standards for Students 2016: 1c, 1d, 2a, 2b, 2d, 3b, 3d
AASL Learning Standards: I.a.1, I.b.1, I.c.1, I.d.3, I.d.4, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, d.2., III.a.1, III.a.2, III.a.3, III.b.1, III.c.1, III.c.2, III.d.1, III.d.2, IV.a.1, IV.a.2, V.a.2, VI.a.1, VI.a.2, VI.a.3

Share with Care

Vocabulary



Online privacy: A broad term that usually means the ability to control what information you share about yourself online and who can see and share it

Digital footprint (or digital presence): Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos, and texts to “likes” and comments you post on friends’ profiles. Just as your footsteps leave prints on the ground while you walk, what you post online leaves a trail as well.

Reputation: The ideas, opinions, impressions, or beliefs that other people have about you; something that you can’t be totally sure about but that you usually want to be positive or good

Personal information: Information that identifies a specific person – for example, your name, street address, phone number, Social Security number, email address, etc. – is called personal (or sensitive) info. Really think carefully before sharing this kind of information online.

Oversharing: Sharing too much online – usually this is about sharing too much personal information or just too much about yourself in a certain situation or conversation online.

Settings: This is the area in any digital product, app, website, etc., where you can define or adjust what you share and how your account is handled – including your privacy settings.

When not to share

Students pair up and compare pretend secrets to start thinking about zones of privacy.

Goals for students



- ✓ **Understand** what kinds of personal information should be kept private.
- ✓ **Remember** that everyone deserves to have their privacy decisions respected.

Let's talk



Why does privacy matter?

Your digital footprint is what represents you online. This could mean photos, audio, videos, texts, “likes,” and comments you post on friends’ profiles. Just like it’s important to be a positive presence offline (like at school), it’s important to keep it positive online too.

The Internet makes it easy to communicate with family, friends, and people who love the same things that you do. We send messages, share photos, and join conversations on social networks – sometimes without thinking about who else can see them too. A picture or post you think is funny and harmless today could be seen and misunderstood by people you never thought would see it – now or way off in the future. Once something’s out there, it’s hard to take it back. Remember:

- Like everything else on the Internet, your digital footprint could be seen by people you’ve never met.
- Once something by or about you is online, it could be there forever. Think of this like you’d think about a permanent marker: The marks it makes can never be erased, even if you realize you meant to write something else.

That’s why your privacy matters. You can protect it by sharing only things that you’re sure you want to share – in other words, by being careful about what you post and share online. Why else might privacy be important?

It’s also good to know when to post nothing at all – not to react to somebody’s post, photo, or comment or not to share something that isn’t true. Everybody’s heard “think before you post,” and that’s because it’s really good advice. The way to respect your own and other people’s privacy is to think about what’s okay to post, who might see your post, what effect it could have on you and others, and when not to post anything at all.

Some questions for further discussion (these questions can also go home with students for follow-up family discussions):

- When is it okay to share a photo or video of someone else?
- Why are secrets so hard to keep?
- Is it ever okay to tell someone else's secret?
- What about if they're someone you care about and they're posting something that makes you feel they're in danger? If you think you should share that secret, should you tell them you're thinking about that before doing anything? Should they know you're worried?

Activity



1. Make up a secret

First, everyone should think of a pretend secret (not a real one).

2. Tell your partner

Okay, got your secrets? Now let's all pair up, share your secret with your partner, and discuss these three questions:

- Would you share this secret with anyone?
- With whom would you share your secret and why?
- How would you feel if someone told everyone your secret without your permission?

3. Tell the class

Finally, each student will tell the class their pretend secret and how they felt about sharing it. The class can discuss their answers to the questions just above.

Takeaway

Secrets are just one type of personal information that we might want to keep private or share only with trusted family or friends. Once you've shared a secret, you're no longer fully in control of where it can go. What other kinds of information should we be careful to protect?

- Your home address and phone number
- Your email
- Your passwords
- Your usernames
- Your schoolwork and other documents you create

Whose profile is this, anyway?

Students study a collection of personal information about a fictitious character in order to try to deduce things about this person.

Goals for students



- ✓ **Identify** ways information can be found online about people.
- ✓ **Consider** how judgments are made about a person when they post things online.
- ✓ **Determine** accuracy of information and identify the difference between assumption, opinion, and fact.

Let's talk



How we know what we (think we) know

There's a lot of personal information to be found on the Internet, some of which can cause us to think things or make guesses about people that turn out not to be true.

These are the questions we're going to explore:

- What can we learn about a person from their personal information?
- What can we guess from personal information, even if we aren't sure?
- Do we know how this information was collected in the first place? How might we identify the source?

Activity



Materials needed:

- Collections of several fictitious or real people's online activities. You can hand out the worksheet "Whose profile is this, anyway?" or – as a class or for learners' individual homework activity to share the next day – collect examples using these ideas:
 - Social media accounts of family or celebrities, if age-appropriate
 - Printed-out browser history logs
 - Notebooks or devices for a short writing assignment

1. Study the person

If you decide to go with the collections on the worksheet, everyone gets a copy to read. If you go with collections gathered as a class, choose three people, put their info into lists like in the worksheet, and make sure everyone gets their own copy and reads it.

2. Write a description

Separate into groups, one character/person per group. Each group writes its own quick description of the person, answering the question: "Who do you think this person is?"

3. Reveal the truth

Okay, now here's the truth about our characters (remember to hold off reading these until each group's description is set):

- **Kristi** is a high school senior. She's going to college next year, hopes to study chemical engineering, and eventually wants to start her own company. She cares most about: family, volunteering, pop culture, fashion.
- **Jess** is the starting pitcher on the high school baseball team. She's 15 and lives in Philadelphia. She has an 8-year-old sister. She cares most about: baseball, studying art, playing the guitar, hanging with her friends.

- **Connor** is 14. He just joined the soccer team and has two cats. He's very good at sketching and likes to build robots on weekends. He cares most about: technology, his soccer team, animals and animal rights.

4. Discuss

Now, which of our guesses were correct, and which ones weren't? Why or why not? What did you learn from this activity?

Takeaway


When we see people's posts, comments, and photos, we make guesses about them that aren't always correct, especially if we don't know them. That's because what we're seeing online is only part of who they are and what they care about. It could also be someone they're just pretending to be, or it's something they're feeling only in the moment they're posting it. We can't really know who they are or how they really feel until we know them in person – and even then it takes time!


Worksheet: Activity 2


Whose profile is this, anyway?


Read each collection of the person’s online activity below. Based on what you see here, write a short description of what you think this person is like: What do they like, dislike, and care about most?


Kristi


 Under-the-sea photos from the dance! Looking good, y'all!

 Best Ways to Battle Zits


 My little brother alex is SOO annoying. Maybe he's an alien


 Speeding ticket


 Young Designers Conference at Thompson University


 FINALLY SAW THE NEW SPY WARS MOVIE. Omg obsessed!


Jess


 Won game! One more game to go before championship. Gotta practice more 1st base throws.

 I hate school dances. #notgoing


 Academy of Science, Philadelphia


 10 Signs Your Parents Are Trying to Ruin Your Life


 Fishing this saturday with my dad at Penny Pack Park! Gonna be awesome


 La La Luna at City Center Area


Connor


 Barney's Burger Emporium

 Missed the winning goal. ugh. At least we tied.

 25 Photos of Puppies

 The Westfield High Junior Prom

 Check out my friend's website! I wrote a lot of the code for it.

 New high score!! Yessss. I luv gem jam!!

How do others see us?

Students explore how different types of people – parents, employers, friends, the police – would see the character from the previous activity.

Goals for students



- ✓ **Understand** the perspectives of people other than ourselves when we're deciding whether or not to share information online.
- ✓ **Consider** the consequences of exposing personal information: What you share becomes part of your reputation, which can last a long time.
- ✓ **Develop** a goal to proactively create a positive online presence.

Let's talk



A new point of view

The information in your digital footprint could tell people more about you than you want to reveal – and the consequences can be significant.

Let's take another look at the profile from our character's point of view.

- Do you think they want people to know all this personal info? Why or why not?
- What types of people might they (not) want to see it?
- How might this information be seen by other people?
- How might this information be used by other people?

Different situations call for different levels of privacy. Thinking about how other people would view what you post is the key to good online privacy habits.

Activity



Materials needed:

- A copy for each student of the fictitious profiles from Activity 2

1. Take a new point of view

Now we're going to break into groups, and each group will be thinking about our character from the POV of one of these types of people:

- | | | | |
|----------|----------|--------------|------------------------|
| • Parent | • Coach | • Employer | • Yourself in 10 years |
| • Friend | • Police | • Advertiser | |

What's important to you as the parent, principal, coach, friend, etc.? What conclusions would you reach about the character? How would you use that information? Cross out the information that you think our character wouldn't want you to see.

2. Present conclusions

Each group presents its results and explains its privacy choices. If appropriate for your class, this may be a good opportunity for role play.

3. Class discussion

What are your top takeaways from this group activity? Why might the information we looked at tell an incomplete story? What do you think might be the consequences of someone forming a negative opinion about you based on what they found online?

Takeaway

Different people can see the same information and draw different conclusions from it. Don't assume that people online will see you the way you think they'll see you.

Keeping it private

The class reviews four written scenarios and discusses what might be the best privacy solution for each one.

Goals for students



- ✓ **Study** how to see privacy concerns from different people's points of view.
- ✓ **Understand** how different scenarios call for different levels of privacy.

Let's talk



Privacy scenarios: What should you do?

Scenario 1: A kid you know at school gets bitten by a weird insect that causes an ugly multicolored rash on her stomach. She doesn't want other people to know.

- Do other people have a right to know?
- Should you be the one to tell them?

Scenario 2: Someone writes in their personal journal. Another person copies what they wrote and posts it online.

- Was the other person wrong to post the journal entry?
- How would you feel if someone did this with something you intended to keep private?

Scenario 3: Someone posts, "Have a good vacation," on a friend's social media page.

- Had the friend announced publicly that they were going away? Did they want everybody to know?
- Are there more private ways to communicate this message – such as sending a direct message or text?

Scenario 4: You know a student made a fake social media account impersonating another student in a negative way and includes their personal information.

- Does the student have a right to know?
- Should someone tell a teacher or other trusted adult? How? What could happen if nobody does?
- It's not obvious who made it, but you know who did it. Should you give this information to a trusted adult?

Activity



We're going to review four scenarios and talk about how each one might have a different privacy solution. We'll split up into four groups, discuss one scenario each, and then come back for a class discussion about our findings.

Takeaway

Different situations call for different responses online and offline. It's always important to respect other people's privacy choices, even if they aren't the choices you'd make yourself.

Interland: Mindful Mountain

The mountainous town center of Interland is a place where everyone mingles and crosses paths. But you must be very intentional about what you share and with whom. Information travels at the speed of light, and there's an oversharer among the Internauts you know.

Open a web browser on your desktop or mobile device (e.g., tablet), and visit g.co/MindfulMountain.

Discussion topics



Have your students play Mindful Mountain and use the questions below to prompt further discussion about the lessons learned in the game. Most students get the most out of the experience by playing solo, but you can also have students pair up. This may be especially valuable for younger learners.

- Of all the posts you shared in the game, which type do you think you would share most often in real life? Why?
- Describe a time when you may have accidentally shared something that you shouldn't have.
- Why do you think the character in Mindful Mountain is called an oversharer?
- Describe the oversharer's character and how their actions affect the game.
- Did playing Mindful Mountain change the way you'll think about sharing with others online in the future?
- Name one thing you'll do differently after joining in these lessons and playing the game.
- What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
- What steps can you take if you accidentally share something personal? What about if someone accidentally shares something too personal with you?

